



Royall Elementary

1400 Woods Road
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	650 Students	
Principal	Julie Smith-Koon	843-664-8167
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Good	Average
2007	Good	At-Risk
2006	Good	Good
2005	Good	Good

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

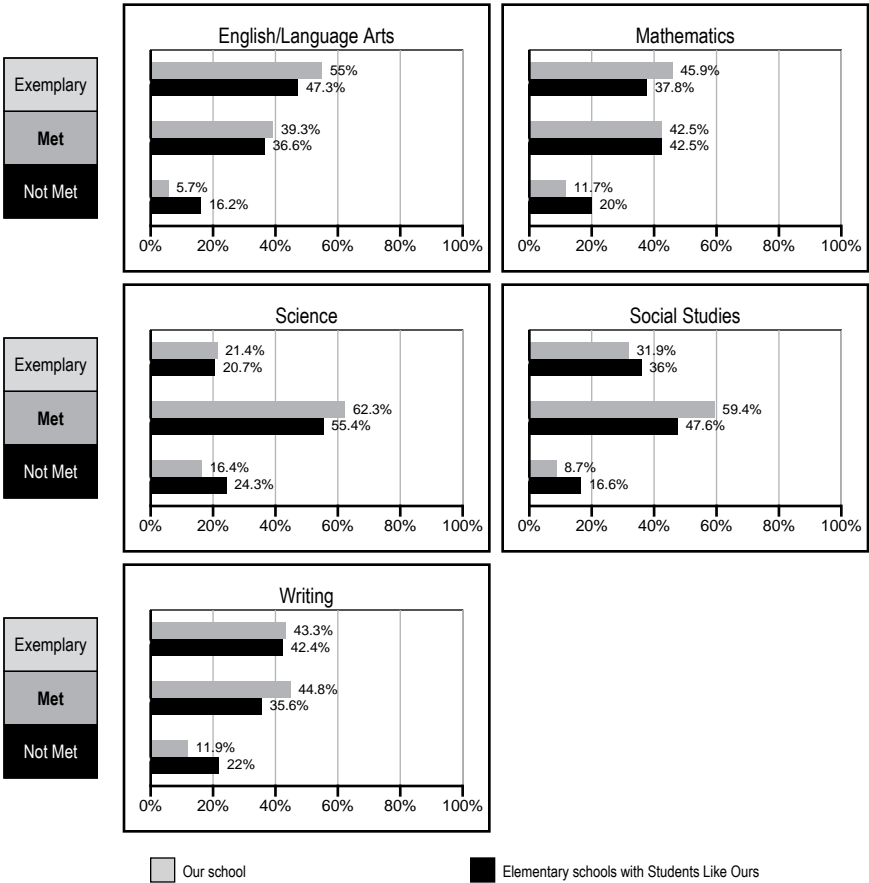
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	31	18	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=650)				
First graders who attended full-day kindergarten	95.7%	Up from 94.8%	100.0%	100.0%
Retention rate	4.2%	Up from 3.4%	1.4%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.6%	96.3%
Eligible for gifted and talented	20.0%	Down from 21.1%	15.8%	10.0%
With disabilities other than speech	12.4%	Down from 13.7%	7.1%	7.7%
Older than usual for grade	2.3%	Down from 2.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	66.0%	Up from 65.2%	61.1%	59.4%
Continuing contract teachers	95.7%	Up from 93.5%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.2%	Down from 91.8%	86.0%	85.9%
Teacher attendance rate	97.7%	Up from 96.0%	95.1%	95.1%
Average teacher salary*	\$48,799	Up 5.0%	\$48,430	\$47,149
Professional development days/teacher	11.7 days	Down from 11.8 days	11.4 days	11.1 days
School				
Principal's years at school	25.0	Up from 0.2	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 22.5 to 1	19.4 to 1	18.8 to 1
Prime instructional time	93.8%	Up from 92.0%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,986	Up 6.8%	\$6,836	\$7,458
Percent of expenditures for instruction**	71.7%	Up from 70.7%	69.9%	68.8%
Percent of expenditures for teacher salaries**	68.4%	Up from 67.7%	62.3%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to insuring that our school offers the very best in instructional techniques, teaching staff, educational resources, parental involvement, and learning environment. Royall's success in achieving these goals has resulted in the following state and national recognition during the 2008-2009 school year:

Absolute Rating of "Good" – SC State Department of Education
 Adequate Yearly Progress Goal Met – SC State Department of Education
 Closing the Achievement Gap Recognition – SC Education Oversight Committee
 Reading Renaissance Master School – Renaissance Learning
 Extraordinary Educators Award – Renaissance Learning

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools and is nationally accredited by the Commission of International and Trans-Regional Accreditation.

Our school has a clearly defined mission that is shared by Royall's faculty and staff, our students, and our parents. Our commitment to the highest academic standards, high expectations, and mutual trust and respect has resulted in a learning environment that is conducive to both teaching and learning.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and the Florence community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a wide variety of special projects that enhance our school's offerings.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy model, expand our use of cooperative learning, utilize diagnostic test results, and enhance the integration of technology into all areas of our instructional program.

Royall Elementary School is an innovative, exciting place where teachers love to teach and students love to learn. Our school motto says it best – "Royall Elementary School... A Proud Past – A Bright Future!"

Julie Smith-Koon, Principal
 Jill Fitzkee, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	76	51
Percent satisfied with learning environment	100.0%	89.5%	94.0%
Percent satisfied with social and physical environment	100.0%	92.1%	90.0%
Percent satisfied with school-home relations	100.0%	89.5%	91.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	397	99.5	5.4	38.1	56.6	95.4	85	82.8	Yes	Yes
Gender										
Male	195	99.5	7.7	37.2	55.2	94.5	82.3	79.3	N/A	N/A
Female	202	99.5	3.2	38.9	57.9	96.3	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	224	100	3.2	31.5	65.3	97.3	91.7	89.5	Yes	Yes
African American	139	98.6	5.7	50	44.3	92.6	78.3	73.7	Yes	Yes
Asian/Pacific Islander	15	100	23.1	38.5	38.5	92.3	97.4	92.3	I/S	I/S
Hispanic	14	100	14.3	42.9	42.9	92.9	83.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
Disability Status										
Disabled	77	98.7	15.7	41.4	42.9	78.6	58.8	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	20	50	30	90	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	180	98.9	7.5	47.5	45	92.5	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	397	99.5	11	42.4	46.6	90.6	79	78.9	Yes	Yes
Gender										
Male	195	99.5	11.5	37.7	50.8	90.2	77	77	N/A	N/A
Female	202	99.5	10.5	46.8	42.6	91.1	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	224	100	5.9	39.7	54.3	95.9	88.6	87.2	Yes	Yes
African American	139	98.6	20.5	49.2	30.3	79.5	69.3	66.7	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	97.4	93	I/S	I/S
Hispanic	14	100	14.3	35.7	50	100	82.6	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
Disability Status										
Disabled	77	98.7	20	44.3	35.7	71.4	47.6	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	10	50	40	100	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	180	98.9	16.3	50	33.8	84.4	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	248	99.6	15.5	59.5	25	84.5	67.8	67.5
Gender								
Male	123	99.2	12.1	56.9	31	87.9	68.2	67
Female	125	100	19	62.1	19	81	67.3	68
Racial/Ethnic Group								
White	144	100	9.2	59.6	31.2	90.8	81.5	79.5
African American	82	98.8	28.2	56.3	15.5	71.8	54.2	50.3
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	49	98	22.7	43.2	34.1	77.3	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	108	99.1	24.2	66.3	9.5	75.8	55.3	55.1

Social Studies

All Students	257	99.6	8.2	58.2	33.6	91.8	72.3	72.3
Gender								
Male	134	100	8.7	48.8	42.5	91.3	71.7	71.5
Female	123	99.2	7.7	68.4	23.9	92.3	73	73.2
Racial/Ethnic Group								
White	141	100	8	47.4	44.5	92	81.7	80.7
African American	97	99	6.8	73.9	19.3	93.2	62.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	48	100	17.8	51.1	31.1	82.2	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	15	100	20	66.7	13.3	80	71.7	67.9
Socio-Economic Status								
Subsided meals	118	99.2	10.2	70.4	19.4	89.8	61.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	392	93.4	11.9	44.8	43.3	88.1	72.6	70.2	96.5	95.6
Gender										
Male	193	95.3	15.9	51.1	33	84.1	66	63.2	96.4	95.4
Female	199	91.5	7.9	38.4	53.7	92.1	79.3	77.5	96.6	95.8
Racial/Ethnic Group										
White	221	97.7	7.9	43.5	48.6	92.1	80.9	79.1	96.5	95.5
African American	136	84.6	17	49.1	34	83	64.1	57.6	96.4	95.7
Asian/Pacific Islander	16	100	14.3	42.9	42.9	85.7	89.1	86.2	98.4	97.5
Hispanic	14	100	28.6	28.6	42.9	71.4	71.6	62.6	96.1	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.2	68.7	96.1	95.9
Disability Status										
Disabled	73	65.8	42.6	40.4	17	57.4	30.9	26.1	95.6	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	20	100	30	50	20	70	66.3	61.2	97.2	96.1
Socio-Economic Status										
Subsidized meals	176	88.1	16	50	34	84	62.9	58.9	96	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	6.8	31.8	61.4	93.2
	4	108	100	7.8	42.7	49.5	92.2
	5	105	99.1	3.1	39.6	57.3	96.9
	6	90	98.9	3.5	37.2	59.3	96.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	94	100	12.5	44.3	43.2	87.5
	4	108	100	5.8	43.7	50.5	94.2
	5	105	99.1	9.4	38.5	52.1	90.6
	6	90	98.9	17.4	43	39.5	82.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	9.1	70.5	20.5	90.9
	4	108	100	21.4	54.4	24.3	78.6
	5	50	100	15.6	55.6	28.9	84.4
	6	43	97.7	7.5	65	27.5	92.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	47	100	18.2	47.7	34.1	81.8
	4	108	100	3.9	59.2	36.9	96.1
	5	54	100	9.8	54.9	35.3	90.2
	6	48	97.9	6.5	69.6	23.9	93.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	95	93.7	11.9	36.9	51.2	88.1
	4	106	95.3	20.4	53.1	26.5	79.6
	5	101	95.1	3.3	32.6	64.1	96.7
	6	90	88.9	11.4	57	31.6	88.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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